



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE NEW HAMPSHIRE HIGH SCHOOL INSTITUTE

At the suggestion of several prominent teachers the New Hampshire Department of Public Instruction determined this year to hold a High School Institute or Convention previous to the general State Convention which meets in October. The belief prompting this innovation was that neither the secondary nor the elementary teachers received what they ought to get from the limited time hitherto devoted to the general convention; hence the divorcing of these two departments to the apparent advantage of each.

The Institute was held September 21 and 22 in the handsome new High School building of Concord, a place, by the way, admirably fitted for such meetings, and was addressed by Professor Weed of the Agricultural College and Principal Clark of Sanborn Seminary on Zoölogy and Botany, respectively. Each gentleman emphasized the desirability of more and better scientific work on lines suggested by the Conference of the Committee of Ten.

After papers on Latin and Algebra by State Agent McDonald of Massachusetts, a vigorous address on the teaching of English by Professor Richardson of Dartmouth College aroused some discussion.

The evening was occupied with an admirable address by Mrs. Alice Freeman Palmer of Cambridge on "The Relation of Parents and Teachers", which was listened to by a large number of parents and others interested from the city besides the teachers. The address was full of sympathy and encouragement for the teacher in the difficult parts of his work, and suggested a larger and more active coöperation with teachers on the part of the home.

But in some respects the most interesting and helpful paper of the series was Principal Goodwin's on "What Should the Small High Schools Attempt?" It outlined very clearly what the ambitious school *might* attempt, what many *do* attempt, and what they *should* attempt. The speaker's wide experience in teaching enabled him to understand fully the obstacles to the success of such a school. Out of Table IV of the Report of the Committee of Ten, Principal Goodwin thought the smaller schools might well select the Latin-Scientific course of study as the one from which they might expect the best and widest results. The paper deserved a larger audience than it had.

A rather unique feature of the Convention was the assignment of several "live" topics to various teachers and the discussion of them at odd intervals during the session. Among others Principal Rounds of Plymouth Normal School spoke at length of Modern Foreign languages in the high school. Perhaps the most interesting of these was President Tucker's address on encouraging boys to go to college. President Tucker distinctly disfavours advising all or nearly all boys to go to college; but thought the recent industrial depression might send some boy into school and thence to college who would, twenty years hence, prove himself far superior to his instructors in his power for good in the world.

The address stimulated some discussion and many questions on the part of the educators present and was the best of the ten topics set for discussion.

Principal Hastings discussed briefly the function of a principal; which consists in his usefulness as a skilled teacher, as a good organiser, and as a personal friend to his pupils.

The practical use of the Report of the Committee of Ten and Table IV of that Report were outlined by Principals Upton of Portsmouth and Whitney of Dover, respectively. The aim of the first paper was to show where our defects chiefly lie, how they may be remedied, and that the greatest benefit to be derived from the report is in the stimulus it affords to the individual teacher. The last paper, that on Table IV, was mainly devoted to a discussion of the relations of elementary to secondary schools and to showing that the fullest development of the latter is dependent upon the condition of the former.

The convention was largely attended and the interest well sustained. Altogether, Superintendent Gowing may well be congratulated upon offering to the teachers a programme so rich and suggestive.

Irving H. Upton

Portsmouth, N. H.